



Education Review Office
Te Tari Arotake Mātauranga

Rewa Rewa School
Newlands, Wellington

Education Review Office

External Evaluation

ERO External Evaluation

Rewa Rewa School

1 Context

Rewa Rewa School is a small, multi-cultural school located in Newlands, Wellington. The roll of 89 includes 28 Māori, 9 Pacific and 24 Asian students. Thirteen ethnic groups are represented in the school. Since the November 2013 ERO review, a new principal and deputy principal have been appointed. At the time of this review, several trustees are new to their roles including the chairperson and a kaumātua.

The school is participating in the establishment phase of a Community of Learning (CoL) with schools in Newlands.

2 Equity and Excellence

The vision and valued outcomes defined by the school are to achieve the best possible learning outcomes for each student. The school sets high expectations through the Rewa Rewa Tātou values of respect, integrity, diversity and empathy (R.I.D.E) which were developed collaboratively with students. The values are well integrated into the life of the school and through teaching and learning programmes. The school celebrates cultural diversity.

The school's achievement information shows that overall, achievement has improved over the past three years with most students being at or above National Standards in mathematics, reading and writing. During this time the achievement of Māori students has been variable. In 2015, the school data showed that Māori achieve at similar rates to their peers in writing while being slightly below in reading and mathematics.

Leaders and trustees are strongly focused on achieving equitable outcomes for Māori students. They set and monitor strategies and programmes to accelerate progress of target groups of Māori learners.

The achievement of the small numbers of Pacific students at the school has improved in the past two years to be at a similar level to their peers. Asian students are achieving at higher levels than other groups.

The school uses a wide range of assessment tools to identify the achievement and progress of students. Regular and ongoing discussion between teachers supports assessment judgements about students' learning. Whole team PLD in assessment continues to strengthen teachers' understanding to support their decision-making. Some external moderation occurred in mathematics and writing in 2015. Extending this to include moderation of reading judgements is a next step.

Since the previous ERO review, systems for accelerating learning and progress to promote equity and excellence for all students have been a development focus. The school has been involved in a range of PLD initiatives in eLearning, literacy and mathematics to improve programmes, teaching practices and outcomes for students. Work has been done to strengthen student engagement and the leadership capacity of the senior team.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

The school has strengthened its response to Māori students whose learning and achievement need acceleration. A systematic and focused approach promotes the engagement and presence of these students in purposeful learning. This includes:

- the use of profiles for Māori students to record relevant information about their interests, iwi connections and whānau. These are starting to be used to track learners' progress over time and have potential for strengthening learning partnerships with whānau
- an increased emphasis, in 2016, on understanding and promoting success for Māori as Māori
- teachers reflecting on their practice in relation to the Ministry of Education initiatives *Ka Hikitia - Accelerating Success 2013 - 2017* and *Tātaiako: Cultural Competencies for Teachers of Māori Learners*
- specific targeting and monitoring of students' progress and achievement schoolwide and at classroom level
- trialling new ways to engage Māori learners through increased use of information technologies and student voice, and the introduction of special programmes such as parent tutoring
- improving the acknowledgement of te ao Māori in teaching and learning.

Accelerated progress of groups of targeted students is evident in 2015 and 2016.

The senior leadership team has identified the importance of using a well-planned approach to catering for the needs of Māori students and to improve involvement of whānau in the life of the school. Continuing to develop teachers' knowledge to integrate te reo Māori into their everyday interactions with students should complement the school's approach.

How effectively does this school respond to other children whose learning and achievement need acceleration?

The school responds effectively to address the needs and accelerate the progress of other students. Each student's learning needs are identified and appropriate strategies put in place to address these.

Trustees and teachers continue to improve their targeted support for students requiring additional support. This includes:

- support for children in the junior school to develop their oral language skills through significant investment in, and use of, innovative resources
- increased use of digital technology for teachers to collaboratively plan for learning and strengthening engagement of students in literacy and mathematics
- well-considered support for English language learners which results in improved learning outcomes
- differentiated and individualised planning for identified learners, including those transferring to the school during the year.

Leaders make good use of mid-year and end of year evaluation to identify students making accelerated progress and the impact of interventions on raising achievement. They identify areas for further inquiry and development to improve learning and achievement of target groups.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?

Conditions for promoting sustained good practice and ongoing improvement to student outcomes are under development.

The school curriculum suitably prioritises literacy and mathematics. It includes a wide range of experiences linked to essential learning areas, local contexts and is responsive to students' interests and strengths. Inquiry learning is used effectively as a framework in the wider curriculum. Guidelines for teaching and learning are coherent and well aligned to the school's vision and values.

The importance of te ao Māori is acknowledged and suitably enacted through planned learning opportunities. Students' sense of identity and pride are well supported through their use of waiata, pōwhiri and karakia.

A next step in supporting students' transitioning into school is to strengthen relationships with early childhood services to share information about children's learning. This should support continuity of learning for students.

The principal and deputy provide effective and complementary leadership for change and school improvement initiatives. They model and encourage a cooperative approach to assist learning for teachers and students. They seek and value input from a range of sources. Innovation and inquiry are supported.

The board is well informed about student achievement throughout the year and has systems and processes for regular policy review and development. There is increased representation of cultures in the community on the board.

To strengthen their stewardship roles, trustees should seek focused support to further build their knowledge of roles and accountabilities. This should include strategic planning and reporting, community consultation and internal evaluation. To support a sustainable approach and shared understanding of expectations, trustees should consider developing guidelines for governance at the school.

A developing culture of regular reflection, review and inquiry is well supported by school leaders. A good range of practice guidelines provides a basis for evaluation of aspects of the curriculum.

Next steps should include:

- further development of a framework to support understanding and use of internal evaluation from classroom through to board level
- ensuring appraisal goals and inquiries are more specific and linked to improved student outcomes.

The principal and trustees are exploring ways of extending communications and consultation with parents and whānau. The school has a positive and inclusive tone that promotes student wellbeing and participation in their learning. Shared values and high expectations for teaching and learning provide a supportive learning environment.

5 Going forward

How well placed is the school to accelerate the achievement of all children who need it?

The school is well placed to achieve and sustain equitable outcomes for all students. Effective practices and processes are being established to accelerate progress for Māori, Pacific and other students below National Standards.

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

Some programmes and processes are in the early stages of implementation in the school. There is not yet sound evidence of their impact on outcomes for students. Systems should be further developed to monitor goals and effectiveness of plans in promoting improvement. The leadership team recognises evaluation as critical to sustaining and strengthening practice and are committed to further developing their understanding and use of evaluation across the school.

ERO is likely to carry out the next review in three years.

6 Board assurance on legal requirements

Before the review the board of trustees and principal of the school completed the ERO board assurance statement and Self Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the Vulnerable Children Act 2014

In order to improve current practice, trustees should make plans to effectively manage or eliminate hazards caused by the uneven concrete surfaces in the playground.

7 Recommendation

ERO recommends that to sustain and improve the positive developments already implemented, the school should strengthen:

- the use of evaluation
- trustees' understanding of stewardship
- learning partnerships with parents and whānau.



Joyce Gebbie
Deputy Chief Review Officer Central

3 November 2016

About the school

Location	Newlands, Wellington	
Ministry of Education profile number	2979	
School type	Contributing (Years 1 to 6)	
School roll	89	
Gender composition	Male 48, Female 41	
Ethnic composition	Māori	27
	Asian	26
	Pākehā	23
	Pacific	9
	Other ethnic groups	4
Review team on site	August 2016	
Date of this report	3 November 2016	
Most recent ERO report(s)	Education Review Supplementary Review Education Review	December 2013 November 2010 December 2009